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ABSTRACT

The document is concerned with the accomplishments of the Region Five Adult Basic Education Staff Development Project. An introduction and background information are followed by a review of the 10 objectives achieved in phase two. Succeeding brief sections provide a review of the management and decision-making process; a list of Region Five Staff Development Committee members; an outline of unanticipated blockages; linkages with the regional program officer; other linkages; and a summary of regional adult basic education leadership workshops. Also discussed are significant changes and long-range developments accomplished and planned in Region Five (Indiana, Michigan, Ohio, Minnesota, Wisconsin, and Illinois). A report from an independent evaluator (ARIES Corporation) comprises the final 30 pages of the document. The evaluators' comments are organized around the 10 objectives of the project. Three generally favorable conclusions on the progress of the project thus far are offered, together with four recommendations. The survey form used by the evaluator and tabulated survey results are appended. (NH)

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APR 23 1975

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PHASE II -- FINAL REPORT

7/1/73 - 6/30/74

"A Regional Approach for Improvement of Adult Basic Education Staff Development in Health, Education, and Welfare, Region V"

School Management Institute, Inc., (Grantee)

Office of Education Grant Number OEG-0-72-1438

Adult Education Act, Section 309

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Phase II Evaluation Report - ARIES Corporation

Introduction and Background

School Management Institute, Inc., a non-profit educational corporation since 1958, was unanimously recommended by the state adult basic education directors to be the grantee for the Region V Adult Basic Education Staff Development Project.

John N. Hatfield, the Project Director, was recommended to School Management Institute's president, Harold R. Armstrong, by the six state Adult Basic Education committee with unanimous approval.

On February 15, 1972, John N. Hatfield met in Chicago with the six state Adult Basic Education directors and coordinators, beginning the planning grant phase for the three year project.

After the fourth draft copy, the Phase I Proposal was submitted to United States Office of Education - Adult Education Division which subsequently approved the Phase I Proposal, effective May 2, 1972.

Establishing a new workable and cooperative system between independent state governments which were not the originators of the regional concept proved to be no easy task.

The Region V Adult Basic Education Staff Development Committee was formed with each state possessing one vote even though most states had several representatives. The Regional Program Officer, M. Eldon Schultz and John N. Hatfield, the Project Director were ex-officio members. A chairperson was selected by the Committee to conduct the meeting, following a prepared agenda which was received in advance from the Project Director. Dr. Joseph T. Hudson was elected to be the chairperson in Phase I and

and Phase II. This regional Committee functions as advisory to the grantee; however, in fact, this Committee does establish its own guidelines and its recommendations are considered as policy by School Management Institute, Inc. The regional office and salary expenses, however, are directly set and approved by the School Management Institute's Board of Directors. This fiscal arrangement allows the Project Director the necessary flexibility without undue control by the Committee.

School Management Institute, Inc. recognized early that if any significant changes were to occur in Region V, in regards to staff development, the state departments had to become intimately involved in all decisions since they represent the state governments who have the prime responisbility for coordinating education in their respective states. Therefore, in Region V the prime decision-makers are the state Adult Basic Education officials who are in charge of all state Adult Basic Education staff development. SMI (School Management Institute, Inc.) is the fiscal and program management agent for the grant.

In this respect the Region V Adult Basic Education Staff Development Project is in reality a regional effort. The Committee meets approximately six times a year in official business meetings to jointly plan, coordinate, and initiate innovative staff development efforts.

In the Planning Grant the Committee approved a formula for dividing the 309 monies allocated for the region. The regional office cost and program expenses was $131,000. Each state was to receive a base of $25,000 plus a percentage of $82,000 based upon

the federal formula. This was considered a significant step in gaining rapport between the large and small states, setting the stage for greater things to come.

Objectives Achieved in Phase II

1. "To seek and establish plans for firm financial commitments and arrangements to build a permanent delivery system for staff development."

   A. It increasingly become apparent that each state would be developing its own delivery system based upon the upon the resources to be developed and those already available which could be committed.

   B. Every state in Phase II had at least one university offering graduate course work and degrees in adult education with varying degrees of emphasis in Adult Basic Education. Several states have only one state-supported university system with a number of extensions or branch campuses. (University of Wisconsin and the University of Minnesota)

   C. All cooperating colleges and universities allocated cost-sharing funds in support of Adult Basic Education staff development. Several state departments of education used 304 funds to support the development of adult education graduate degree programs and courses like those at Southern Illinois University, Northern Illinois University, and Shaw College.

   D. Each state except Wisconsin has committed 304 funds to support a part-time or full time state staff coordinator.

E. Each state has involved the local program staff in developing local staff development plans. Line items have been identified in local program budgets for staff development activities.

2. "To establish a strengthened local leadership capable of planning and conducting ongoing staff development based upon staff needs in Adult Basic Education."

A. Four regional leadershop training workshops were conducted for local program directors and master teachers and counselors:

January 21-23, 1974 --- Administrative Workshop

1) How to identify the need for Adult Basic Education in the community.
2) What are you doing to meet this need for Adult Basic Education?
3) How well are you meeting this need?
4) How to communicate this to those who need to know.

March 13-14, 1974 --- Psychology of the Adult Teacher/Learner

1) The feeling of powerlessness that the adult student has when he/she first enrolls.
2) The adult student has basically the same aspirations as we do.
3) The effect of image on effectiveness.
4) Significance of self-gratificatio in the reward system.

May 7-8, 1974 --- Support Services for Adult Basic Education Leaders

1) Use of various counseling techniques for adults.
2) Identification of the general state agency system and their funding sources.
3) Use of occupational information for adults.
4) Development of follow-up procedures for Adult Basic Education students.

June 18-19, 1974 --- The Adult Basic Education Learning Laboratory

1) Introduction to the learning lab concept.
2) Psychological background of the programmed learning theory.
3) Demonstration of learning lab materials.
4) Teacher made and adapted materials.
5) Teacher competencies in the learning lab.
6) Utilization of teacher aides in the learning lab.
7) Learning lab management.
8) Individualizing English as a Second Language.
9) Language learning - practical application.

B. Individual states have conducted leadership training workshop for the local directors and supervisors, teaching them how to plan, organize, develop, budget, and evaluate local inservice training. A number of these local leaders have been involved in state-wide planning in every state. This is considered a significant development towards an important segment of the permanent delivery system in the states.

2. "To revise regional and state staff development plans accord- to the Needs Assessment data and the evaluation findings."

A. Regional plans were definitely revised according to a priority listing of the data, resulting in the four regional workshops identified in Item #2. This revision occurred in the business session held at Telemark Lodge in August, 1973.

B. State plans often incorporated the needs assessment information to varying degrees, depending on how representative of the state the findings were.

C. It was generally felt that the Needs Assessment data should only be used as additional resource information to be added to the planning process and not be the sole factor in determining priorities.

4. "To strengthen interstate cooperation and mutual trust among the state staff development officials."

A. In that the Region V Adult Basic Education Staff Development Committee is composed of the state adult basic education officials, they have been able to identify their commonalities and their uniqueness.

B. All regional activities are hosted by one of the states, giving the other state officials a chance to be on the hosting state's turf, which aids mutual understanding and appreciation. Each of the six states in Region V has hosted at least one regional activity.

C. During the business meeting (six per year) states do share their activity calendar and participants are invited from other states.

D. Business meeting have incorporated items of concern for individual states besides the regional project business. Although a formal agenda is followed, the chairperson often allows indepth discussion on particular problems which might arise in a state. Unanimous consent is not required to pass a motion; however, no state is required to participate in any regional activity which might prove embarrasing or be misinterpreted by others in the state.

5. "To expand staff development activities to include at least 4,114 participants."

A. Between July 1, 1973 and June 30, 1974, 4,211 Adult Basic Education paraprofessionals, teachers, directors and counselors participated in staff development activities funded through 309-C funds. (OEG-0-72-1438)

B. Approximately 4,000 additional Adult Basic Education staff were involved in 304 funded in-service training.

6. "To strengthen the regional communication system."

A. The Region V Staff Development Bulletin was printed and distributed to 6,000 persons. Three issues plus a

special edition were printed. The Bulletin includes a staff development calendar on state, regional, and national activities.

B. Feature articles include other projects and products which are available. Special resource information is presented to the reader in a personal way. The Continuing Education Unit was featured in the April issue. The Continuing Education Unit is expected to have significant impact upon future staff development activities, providing guidelines for professional quality.

C. Memoranda are sent out to the Region V Adult Basic Education Staff Development Committee keeping them informed as to the information sent to the Project Director for dissemination. This system has meant that a project only needed to contact ten persons in order to contact the 50 states and three territories.

D. An up-to-date list of the names, telephone numbers, and addresses of all Region V Adult Basic Education Staff Development Committee members is sent to each state Adult Basic Education official.

E. Business meeting minutes are compiled and sent to each Committee member.

F. Fiscal Print-outs are sent monthly to each state to aid in planning. Individual activities are identified by the Letter of Agreement number.

7. "To sponsor meetings among educational institutions and the state education officials interested in staff development,

for the purpose of making credits for Adult Education/Adult Basic Education transferrable in Region V."

A sub-committee was formed and met on March 21, 1974 to discuss and to develop peramaters for such a forum. A date was set for August 27, 1974 for this meeting to be held in Indianapolis, Indiana.

The following is a position paper which was developed by the sub-committee:

POSITION PAPER

Increasing the Involvement of the Region V ABE Staff Developing Project with Institutions of Higher Education

I. Introduction

On March 21, 1974, a sub-committee of the Region v Adult Basic Education Staff Development Project met in Chicago to develop a plan for increasing the involvement of the project wit institutions of higher education. Underlying assumptions were outlined in order to state the purposes and limitations of this involvement:

1. Adult Basic Education is a part of the broader field of adult education but has a unique mission.

2. It is recognized that staff development in Adult Basic Education is urgently needed.

3. It is the intent of the regional staff development project to design a permanent delivery system for teacher training which will not necessarily depend on the federal dollar.

4. State education agencies and universities are bureaucratic structures with certain constraints and limitations. Each institution must recognize the limitation and complexities of the others, and must work within the existing framework or system.

5. Because the nature of institutional constraints

varies from state to state, the relationship among State Education Agencies and institutions of higher education will be one of voluntary cooperation and participation to extend or expand training opportunities in Adult Basic Education.

II. Proposal

It is proposed that a seminar be held for state staffs and representatives of higher education (the latter to include both those who presently have expertise in and commitment to adult education, and those who are potentially interested in becoming involved.) The seminar will be planned by a committee composed of:

1. Staff development committee members involved in the writing of this position paper.

2. One member of the staff development committee from each remaining state

3. One representative of higher education from each of the six states, each having concern, expertise, and commitment to providing training opportunities for adult educators.

The following sections will clarify the role of the planning group and outline anticipated outcomes.

III. Ground Rules

The planning and ensuing activities are to operate within the following parameters:

1. Each participating state will pay its own way for planning and for the seminar.

2. The intent and purpose of the proposed activities is to contribute to the establishment and expansion of educational opportunities for Adult Basic Education staff, paraprofessional as well as professional.

3. The planning committee is to structure the seminar to provide ample time for informal dialogue, utilizing small as well as large groups.

4. Key administrators are to be involved in decision-making processes.

5. Each state is encouraged to initiate follow-up activities in keeping with that state's own objectives.

6. Each state will provide feedback to the staff development committee on follow-up activities and outcomes, if any.

IV. Outcomes (Planning Group)

The planning group activities are to accomplish the following:

1. Establish a dialogue among state agencies and institutions of higher education to identify common concerns.

2. Make plans for a regional seminar on greater involvement of higher education in Adult Basic Education. Areas of discussion may include some or all of the following:

   a. Present status of adult education/Adult Basic Education in higher education.

   b. Means and methods for training staff, taking into consideration such factors as widely dispersed populations, part-time personnel, and widely discrepant educational backgrounds of trainees.

   c. Projected status of Adult Basic Education and future training needs.

   d. How State Education Agencies and institutions of higher education can work together to best meet training needs.

V. Suggested Long-Term Goals (Seminar and/or Follow-up)

Recognizing that there are differences in philosophy and objectives from state to state, and not wanting to preempt the viability of the planning group by establishing a definitive set of final outcomes, a list of possible long-term goals are offered for consideration.

1. Establish permanent committees for furthering dialogue and cooperation between the State Education Agencies and institutions of higher education within a state.

2. Provide training opportunities to Adult Basic Education staff on a local or area basis through extended services or similar arrangements.

3. Facilitate agreements among institutions of higher education for waiver of out-of-state tuition for participation in adult education training programs.

4. Cooperatively define criteria for Adult Basic Education staff qualifications in order to build reasonable and realistic criteria for certification.

5. Initiate cooperative planning to build relevant curriculum content in Adult Basic Education staff development activities.

6. Establish transferability of adult education course credit among institutions of higher education.

7. Establish means of recognizing participation in non-credit staff development activities, e.g., through acceptance and use of the Continuing Education Unit.

8. "To refine the Region V Needs Assessment Instrument."

   A. The Committee decided that the data received from the present instrument was sufficient to aid in planning Phase III. Also the outside evaluator, ARIES, concurred that revision of the instrument would not be beneficial to the Project at this time.

   B. Each state then accepted the responsibility to conduct their own needs assessment if additional state or local input was deemed necessary.

9. "To sponsor four regional workshops for the purpose of adding expertise in each state to improve staff development."

   Four regional workshops were conducted in Phase II (See objective #1)

10. "To sub-contract with a reliable, outside agency for a process evaluation more indepth than Phase I."

    A contract for $6,825.00 was let to the ARIES Corporation, 4930 West 77th Street, Minneapolis, Minnesota 55435, to conduct an evaluation using the Philadelphia Discrepancy Model. Dr. Stephen C. Lundin was the principal evaluator: (See APPENDIX for Phase II evaluation report.)

Review of the Management and Decision-Making Process

School Management Institute, Inc., a non-profit corporation, has an official Board of Directors who approve operations pertinent to the Region V Staff Development Project. The School Management Institute's Board of Directors are legally responsible for the OEG-0-72-1438.

The president of School Management Institute, Harold R. Armstrong, informs the Board of Directors of School Management Institute in a legally constituted meeting of said Board of their responsibilities and gains approval of any policy changes which affect their responsibilities.

The Region V Staff Development Committee consists of representatives from each state who are designated with the prime responsibility of Adult Basic Education and Staff Development. Each state has only one collective vote. Minutes are kept by the secretary for the Project Director and are approved by the Commitee. All Regional staff development activities are identified and planned by this Committee with assistance from the Regional Program Officer and the Project Director. The Regional Staff Development Plan is developed and approved by this Committee, including the budget summary.

The Project Director, John N. Hatfield, keeps the President informed as to the progress of the Project and prepares a memorandum to this effect on a regular basis. The Project Director also serves as a non-voting member of the Region V Staff Development Committee which functions as an advisory board composed of designated state adult basic education staff development officials.

The Project Director prepares the agenda for the business meetings and consults with the Committee in regularly scheduled meetings. Those business meetings results in the coordination and implementation of the Project within the guidelines and policies established by the United States Office of Education. When an impasse occurs, the chairperson of the Region V Staff Development Committee can consult with the President of School Management Institute or request a meeting with the whole Committee.

The Region V Program Officer, M. Eldon Schultz, is a non-voting member of the Region V Staff Development Committee. He is present at all regularly scheduled business meetings and adds his interpretive knowledge and vast experience with federal programs and guidelines. This advisory capacity greatly assists the state education officials in determining how to best select or implement objectives. Only state representatives hold voting power.

Role of State Departments of Education -- Each state department has designated a person to be the principal contact with the Project Director. This staff development official develops and maintains coordination of all state staff development activities according to the state plan. This same official is responsible for sending the required forms and audit-trail billings to the Project Director according to a prior Letter of Agreement which functions as a sub-contract with the Grantee. The Grantee complies with official state/federal regulations for reimbursement of authorized expenses. If a conflict occurs, the United States Office of Education Grants Officer is contacted for a clarification or a ruling.

Region V Adult Basic Education

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Unanticipated Blockages

In Phase II less blockages occurred since a fairly well developed management system was functional during Phase I.

A. Understaffing - The staff development position in Michigan was left vacant as of January 1, 1974, when Dr. Mary L. Reiss assumed a new position at Washtenaw Community College. In Minnesota the staff development person is hired on an hourly contract; however, the state department is planning to create a full-time position in Phase III.

B. Changes in Staffing - Illinois experienced two changes in their staff development position in Phase II. Chuck Conner returned to the Illinois Welfare Department. Norm Sward went into private practice. Tom Tegarden then moved into the staff development position, leaving the State Department of Indiana. In Indiana, after Tom Tegarden left, the staff development position was left vacant for several months before Mary Grcich was appointed as the staff development coordinator. In Wisconsin Charles Hein began work on a doctorate in adult education and was replace by Florence Wesselius.

C. Out-of-state Travel Restrictions - It has become increasingly difficult to have both State Adult Basic Education staff development committee members present at regional business meetings. Although funds are provided out of the grant, state policies are beginning to limit the amount of out-of-state travel.

Linkages with the Regional Program Officer

M. Eldon Schultz, the Region V senior regional program officer, has provided invaluable insight and leadership in the regional staff development effort. As a member of the Region V Adult Basic Staff Development Committee he is present at every officially called meeting and even at a number of planning committee meetings.

Mr. Schultz has become the cohesive force, operating behind the scene often, to help the state education officials to overcome numerous roadblocks and to jointly plan on a cooperative basis. His memoranda are professional and serious in tone, leaving little doubt to their precise meaning.

With his support, the Project Director has learned well how to be politically astute and how to communicate effectively without offending officials.

School Management Institute, Inc. commends M. M. Eldon Schultz for his continuous support in helping the Region V Adult Basic Education Staff Development Project be successful in achieving its goals.

Other Linkages

A. The U.S. Office of Education has greatly assisted the Grantee in this regional staff development. The Project Officer, Mrs. Myrna Hugi, has always followed through with special requests for interpretation and rulings. Also she would help find out why funds were not forthcoming on time. Jim Parker has helped considerably in coordinating the regional projects. He became aware of the management problems and provided a means towards a solution. Dr. John Baird became the person who could help cut through many rumors and misinterpretations with the uncanny ability of keeping the parties from clashing. Paul Delker was the person who told the regional project directors "to be change agents" or find another job. This pushed the project directors into the front line troops, fortunately without heavy casualities. The Grants Officer, R.G. Bull too was able to overcome much of the old regulations and restored the voice of Congress through the printed Federal Register.

B. The Center for Resource Development in Adult Education under the direction of Dr. George Spear at the University of Missouri Kansas City provided a national forum for the coordination of the regional project directors. This was not little effort! Much benefits have been gained in this sharing process.

SUMMARY OF REGION V ADULT BASIC EDUCATION

LEADERSHIP WORKSHOPS

Administrators' Workshop - January 22-23, 1974

Hosted by Illinois, 105 state and local Adult Basic Education administrators and other key officials met in Des Plaines, Illinois, to discuss ways to improve communication at all levels.

Jim Dorland, Executive Director of the National Association for Public Continuing and Adult Education (NAPCAE), gave an overview of the legislative process and stressed the importance of collecting information about Adult Basic Education students who can give the decision-makers a complete picture of how Adult Basic Education programs affect people and institutions in the community.

Jim Miller, Assistant Director, Division of Federal Assistance, Ohio Department of Education, stressed the significance of providing accurate, precise, and vital information when requested not only to show accountability but also to gain visability and commitment from decision-makers. "Too often we tend to internalize our successes without getting the whole Adult Basic Education story to the people who need to know."

The administrators divided into 3 sections to discuss and attempt to gain consensus in 3 topics: (1) How do you identify the need for Adult Basic Education in the community? (2) What are you doing to meet this need for Adult Basic Education and how well are meeting it? (3) How do you communicate the need for Adult Basic Education to those who need to know?

The task of the group leader was to maintain continuity of

discussion; the task of the resource consultant was to provide the source of expertise as needed, and most importantly, the task of the participants themselves was to be willing to discuss the topics in broad terms (realizing they were a six state group) to be able to extrapolate pertinent data to apply from one situation to another with the idea of eventually implementing a program of state based concern which could center about the three topics.

Each section had one resource consultant and three group leaders, each handling one topic. Group leaders who lead the sections without additional pay were: Steve Thompson, Max Way, William Edwards, Noreen Lopez, Lowell Thomas, Ron Handley, Mary Grcich, Duane Webb, Jack Colbert.

The consultants were Dr. Mary Reiss, Washtenaw Community College; Werner Wellman, National Scanning; William Wilson, Kentucky Education Television.

Some of the conclusions were developed for each topic and concerned the following:

-- Use of existing services which had already been paid for by tax dollars and which had meaning for Adult Basic Education; e.g., CENSUS DATA.

-- Mobilization of volunteer services which, in effect, demonstrate a community support for an educational program; e.g., COMMUNITY SURVEYS.

-- Use of interagency referrals which would demonstrate cooperation and coordination among various agencies supported by tax dollars. The effect of close interagency referrals, if it could be demonstrated, would point out efforts to avoid

duplication; to make wiser use of tax dollars; to demonstrate a smoother and more total approach to alleviating the deficiencies of the adult client, with the end result being a taxpayer rather than a tax user, and a better informed and educational voter.

-- Job surveys were selected as discussion points as a job survey can provide a meaningful vehicle around which and Adult Basic Education program component can be planned. Knowing the job markets and trends in general can give a hint as to what types of Adult Basic Education students will be available; what the particular needs might be, for example, job up-grading for the more advanced Adult Basic Education student as opposed to aiming toward possible job entry level of the beginning Adult Basic Education student. This knowledge, drawn from a Job Survey, has implications for the Adult Basic Education curriculum.

-- The student profile should not only then cover what the student is doing in Adult Basic Education at the time he is taking this course or instruction but before and what he is doing afterwards. He should incorporate information such as drivers license, whether they had one before and whether they have one afterwards. It should include the voter registration information and whether the individual has a library card. These are a little more intangible and subjective, of course, along with that one could go further and find out attitudes about the Adult Basic Education candidate. For instance, if the Adult Basic Education student had gotten confidence through the program; if it helped him obtain some

social strivings, whatever that might be. There are things that are self satisfying and it is difficult to measure and difficult to quantify, but they should be included.

-- The needs assessment instrument was one step in a direction of looking at all 6 states through a common instrument. This doesn't advocate using the same application but to identify some common elements, realizing that each of the states have different requirements and needs.

-- A personalized approach. By personalizing your PR campaign, you can get more effect than just laying out the facts. With people in your organization calling agencies and identifying themselves, a name becomes attached with your efforts. Volunteers can be used for this personalized approach. Remember you want to get as many people involved as possible and on a continuous basis. Wouldn't it be beautiful to have an Adult Basic Education day with the mayor present as a guest speaker. You would need to provide him with enough ABE information to make him knowlegeable. This also would give the mayor and other city official some positive ego strokes. Build this exposure now with a political election coming up. Don't wait for a crisis before you contact your legislators. Informing officials when things are going smoothly gives you in in-road when you really need help in a crisis situation. If your Adult Basic Education officials are knowledgeable about ABE, then they can react positively when the need arises. They won't say, "What is ABE?" but "How much for ABE?"

-- And finally, Reading Performance Levels for Employment was suggested as a means of translating what educators know to

be of critical importance, that is, the tool of reading -- into the employment which legislators and political decision-makers also hold as being of critical importance.

Psychology of the Adult Basic Education Teacher/Learner - March 13-14, 1974

Working with 95 Adult Basic Education leaders, Dr. Lloyd Korhonen, Professor of Administrative Leadership, University of Wisconsin-Milwaukee, and Dr. Frank Samuels, Associate Dean, Adult Vocational Division, Milwaukee Area Technical College, were successful in gaining maximum involvement of participants rather than lecturing to them.

After the initial welcomes by the hosting state adult education directors Dr. Wayne Giles (Illinois) and Dr. Charles Walker (Indiana) the participants were divided into small groups. The consultants pointed out after one hour and 15 minutes, in which the participants attempted to develop proposals and gain support from other agencies, that unless adult educators have experienced the feeling of helplessness they can't appreciate this feeling which many adults bring with them into the learning situation. An important task of each Adult Basic Education teacher, directors, and counselor is to be aware of this feeling. of helplessness and to help the adult to relax and to realize that he/she is among people who understand without those actual words being said.

After discussing what some of the significant basic developmental sasks of adults were, Dr. Korhonen cited 10 tasks which must be achieved before the adult has achieved a level of individual behavior which is favorably viewed in Western society.

1. Developing a self-image I can respect.
2. Developing a pattern of affection.
3. Achieving independence and self-management.
4. Relating myself to my social group.

5. Learning one's sex role.

6. Accepting one's body.

7. Accepting society's demand for competence.

8. Finding one's place of work.

9. Finding adventure.

10. Developing a value system.

Dr. Samuels then pointed out that "the buyers and the ellers aren't two different fellers," as we often think. If uch is the case, Adult Basic Education staff need to adjust heir thinking and attitudes toward adult education students. tudies have shown that people tend to rise to the level of ex- ectancy. Try thinking of yourself as being"better" than your dult students, you become the prima donna. This may help your go, but at best your adult students will tolerate you, knowing hat they can't rise to your level. You must try to respect each ndividual adult, recognizing his/her uniqueness and help the dult to see you and to accept his/her own importance. If you an't rise to this level of understanding, then...

In establishing a basic reward system the consultants had he participants to rank rewards with task areas. Although some- hat varied, the small groups ranked self-satisfaction #1, follow- d by money and personal freedom. As a general rule, adult tudents have the same reward system you do. Whatever reward ystem you develop for your students, remember two basic rules:) too much praise for a simple task has negative effects.) punish failure only when the task to be performed was simple or the student. The reward system must be adjusted for each ndividual. As Malcom Knowles stated once that a person becomes

psychologically adult when they look to themselves for direction. If the adult student has mastered self-direction for himself and his family, and you try to direct him as a child without dialoging together, there will be "h ll" to pay! If the adult asserts power (self-direction) and is punished for it, he/she may never venture out again.

Support Services for Adult Basic Education - May 8-9, 1975

Michigan hosted in Detroit a Region V Staff Development Leadership Training Workshop on "Support Services for Adult Basic Education." Mr. Karl Keyes and Richard Smith, educational consultants for the Michigan Department of Education-Division of Adult and Community Education, welcomed the 56 regional participants.

Mr. Gene Brook of the Detroit Labor Studies Center discussed ways how Adult Basic Education directors could contact industry and labor. He suggested that if the director could show and convince industry of the benefits they would gain from a more literate work force industry would be willing to assist in recruitment and possibly some of the costs. Mr. Brook did feel that some resistance from union leaders at the local level might be felt, since some of these leaders might be fearful of workers getting to know more than they do. He stressed that the task of training low-level literates was the job of society, and educators should not attempt to solely carry the burden.

Dr. Howard Splete, instructor in Adult Guidance and Counseling at Wayne Stae University, introduced effective counseling techniques. He said that a sense of trust and understanding must be developed before any real counseling can occur. Each Adult Basic Education teacher and counselor can learn to listen, but most people especially educators are poor listeners. His technique was to synthesize the person's feelings and statements, allowing the person to correct the counselor or to feel that the counselor is really hearing them. The counselor doesn't place him-

self or herself in a position of making decisions for the client but to help the client to come to a realization of what the true nature of what his or her problem is. Often by finding out the real problem, the client can work out the problem. Sometimes, however, the counselor will need to assist by referring the client to various agencies or to professional help. Dr. Splete warned counselors not to try to do too much. Amateurism can cause more harm than good. Many Adult Basic Education students really just need someone they can talk to and feel confident that the teacher/counselor is interested in them as a person and will not be judgmental. Sounds like a friend, doesn't it.

Mr. Frank Harris, United Community Services of Detroit, explained how many services are available to Adult Basic Education students. Lack of communication and information seemed to be the greatest problem. Mr. Harris met with small groups and discussed ways how to tap this resource. He recommended "getting involved" and serving on the advisory board if possible.

A panel discussed problems related to Adult Basic Education. Linda Drumheller pointed out how learning disabilities can interfere with educational efforts. For instance, all persons have a "deaf gene", and there are 2 million profoundly deaf people in the U.S. of whom 35% are functionally illiterate!

Dr. Don Galvin, acting director, Vocational Rehabilitation, Michigan Department of Education, discussed how Adult Basic Education teachers/counselors can contact them and determine a client eligibility. He stressed that Adult Basic Education teachers/counselors can become this link between their students who need help but are unaware that they can receive training and assistance

Dr. Floyd Wylie, Mental Health Department, pointed out that mental health problems often are educational problems and not mental problems. From 40-50% of the clients who come to the Mental Health Department have serious educational deficiencies. Rehabilitation for them is closely related to their educational progress.

Representative Earl Nelson discussed the importance of becoming politically oriented. No one is interested in the bleeding heart educators unless the clients they serve become voters and let the legislators know that they are alive. Letting legislators know the facts and keeping them informed on a regular basis will bear fruit.

The overall impact of supportive services is that Adult Basic Education staff need to become aware of where the service agencies are, who to contact, and what services are available. Adult Basic Educators can't do the job alone. By attempting to do so, they may be actually hindering the progress of Adult Basic Education by limiting the total resources that could be available and activated.

The ABE Learning Laboratory - June 18-19, 1974

Minnesota hosted the Region V Staff Development Leadership Workshop for 62 participants.

Mr. Sigurd Ode, assistant to the Commissioner, welcomed the adult educators and expressed his interest and involvement in adult education. This high level commitment is needed in all state departments of education.

Sherwood Clasen, Minnesota Coordinator of Adult Basic Education, and Marilyn Buckingham, consultant to the Minnesota Department of Education, presented an overview and instructed the participants on the workshop details.

The following objectives were covered in the workshops by the consultants:

Introduction to Learning Laboratory Concept - Jim Miller

-- To understand the various roles required for the effective learning lab teacher.

-- To understand the rationale behind the learning lab approach.

-- To understand how to operate a successful learning lab.

Psychological Background of Programmed Learning Theory (Review of Programmed Learning and Where to Next) - Dr. Wells Hively and Dr. Ann Duncan

-- To understand the background of programmed learning theory.

-- To be able to find additional background materials in history and theory of programmed instruction.

-- To be able to use new ways of helping students to record their own progress.

-- To be able to select alternate curricula based upon progress records.

The Learning Lab Materials Center - Demonstration - John & Marie Hatfield

-- To know how to critique and select materials that are appropriate and effective in learning labs.

-- To recognize the need for a variety of approaches in teaching adults.

-- To be able to locate a wide variety of materials that are available for learning labs.

Teacher-Made and Adapted Materials - Anna Mae Burdi

-- To gain self-confidence in providing materials for all students who enter the learning lab.

-- To be able to informally ascertain the learning abilities of each client.

-- To be able to begin providing and creating material for adult students in the learning lab.

Teacher Competencies in the ABE Learning Lab - Donald Mocker

-- To be able to list the 4 major phases in the competency identification study.

-- To be able to distinguish those competencies which are appropriate for learning labs (using the rate competencies).

Aides Utilization and Training in the Lab - Max W. Way

-- To be able to list a variety of job classifications for paraprofessionals in Adult Basic Education programs.

-- To be able to use present criteria in selecting Adult Basic Education paraprofessionals.

-- To be aware of procedures and activities which are effective in pre and in-service training for Adult Basic Education paraprofessionals.

Learning Lab Classroom Management - Patsy A. Patterson

-- To be aware of effective everyday practices in the operation of a learning lab.

Individualizing English as a Second Language - John McEvilly

-- To understand the techniques and mechanics of operating an individualized English as a Second Language Lab.

Language Learning - Some Practical Ideas - John McEvilly

-- To have an awareness of some of the ways that languages are learned.

Significant changes and long-range developments.

A. Phase II activities began to be focused on areas of specialized concern. Since there has been increasingly less staff turnover in ABE programs and since the number of full-time staff members has been increasing, staff development activities could be designed to deal less with general and introductory concepts and more with specific and advanced concepts. For example, workshops on Advance Techniques for Teaching Reading to Adults, and on the Informal Reading Inventory were held.

B. A second area of change has been gearing up for transferring most of the responsibility for planning and conducting in-service to the local level, with the state staff development coordinator acting as a consultant to local programs in this effort. These concepts were first introduced in a comprehensive way to administrators in the spring Directors Meeting, and the year concluded with an intensive workshop in Implementing Local Staff Development.

Increased commitments and cooperation by higher education institutions.

A. Ball State University

Commitments with the Adult Education Department were maintained: The Reading Workshop was offered for credit through Extended Services, and a dissemination document on teacher-made learning centers was prepared from

materials from two Phase I courses.

Involvement was also broadened. Ball State Univeristy's Community Education Institute conducted a workshop for potential new program directors on Community Surveys free of consultant charges, and acted as facilitators for a planning retreat for the state staff. The Community Education Institute also conducted a series of local in-service meetings on the Psychology of the Adult Learner for one of the local ABE programs.

A consultant from Ball State's Special Education Department was employed through the project to work with one local program to make recommendations for how to deal with learning handicaps in adult students.

B. Indiana University

A commitment was made for the first time to offer an ABE course for graduate credit during Phase III.

C. Purdue University

Initial contacts were made to explore offering a course or workshop for training ABE teachers to develop audio-tutorial learning modules.

Institutions offering courses in adult education.

(See Item #2)

Use of needs assessment instrument.

A. Local printouts were distributed to program directors.

B. State results were compiled into a report and disseminated. Staff development priorities for FY 75 are being set with these results in mind.

Unanticipated blockages.

None

State objectives which were accomplished.

A. Objective: "Develop the capabilities in local adult education programs to carry out local in-service activities."
Accomplishments: State staff development priorities and goals, which included this objective, were discussed with local directors at the spring Directors Meeting. Program proposals were revised to include a narrative section on projected outcomes for staff development. A workshop on Implementing Local Staff Development was conducted and attended by director-teacher teams.

B. Objective: "Continue working with institutions of higher education in order to make course openings more relevant to the teaching of adults."
Accomplishments: (See Item #2)

C. Objective: "Continue working toward a permanent delivery system regarding staff development in adult education."
Accomplishments: A base has been established for each of the items outlined in section below.

How the permanent delivery system will be functioning after Phase III.

A. A state staff development coordinator will continue to be employed utilizing 304 monies.

B. The state's regional consultant will commit approximately half of his or her time in the area of staff development.

C. Some state monies will be utilized for conducting state staff development activities.

D. Local districts will utilize a specific line item amount of 304 monies to develop in-service programs locally, and will support their fiscal requests in narrative descriptions with their proposals.

E. Training efforts to enable local administrators to plan and implement local staff development will continue through consultation efforts on the part of the state coordinator.

F. Universities will continue to be utilized to provide courses and non-credit instruction in adult education.

G. A mechanism for voluntary interstate dialogue will have been established between Indiana and bordering states.

Numbers of ABE staff receiving in-service training from 304 funds.

Locally developed activities:	60
State sponsored activities:	
Fall Directors Meeting;	30
State Staff Planning Conference:	12
Garrett pre-service:	10
Independent programs:	4
Level III Administrators meeting:	30
	146 participants

Significant changes and long-range developments.

A. Priority - Paraprofessional Training Programs

1. 355 paraprofessionals received a minimum of 25 hours of training along with respective teachers and staff.
2. This paraprofessional training program had a significant impact on the Adult Basic Education student enrollment which grew from 18,000 in 1972 to 55,000 in September 1974.

B. Phase II undertook on a regional basis the career development preparation. Teachers have been trained to be knowledgable in job up-grading which has been implemented for 12 industrial programs.

C. English as a Second Language has expanded in terms of numbers and application of teaching theory to practice in ethnic groups. Through this the English as a Second Language teachers have been able to identify many other interested agencies in the state, and groups have met to discuss the formulation of a state-wide English as a Second Language Program.

D. The day-evening Learning Laboratories have rapidly developed both in the cities and in the rural areas. Itinerate teachers and paraprofessionals in the rural areas have established satellite laboratories so that the curriculum materials are readily available. The number of learning laboratories have grown from three in 1972 to 25 in 1974.

E. Psychology of the Adult Teacher/Learner concept was emphasized due to the fact that most teachers were not initially trained

as adult educators. Now the Adult Basic Education teachers are more knowledgable of methods and materials for adults. A large number of teachers are now enrolling in graduate programs, choosing adult education as a career rather than as a part-time job.

Increased commitments and cooperation by higher education institutions.

A. A two day Retreat was held in December to meet with the State Advisory Council to discuss Adult Education over the next ten years.

B. Higher education institutions are part of the Adult Education Advisory Council.

C. The Adult Education Advisory Council has to approve overall programs and personnel before going to the State Board of Education which has the final word.

D. Both community colleges and universities (private and public) have realized that Adult Basic Education is a high priority training area. Consequently, these institutions have been extremely responsive to assisting and developing workshops, seminars, and credit courses based on the identified training needs.

E. Shaw College, after conducting a two week training workshop, enrolled 650 Adult Basic Education students from the immediate area.

F. Professional associations were brought together during a staff development workshop. The result was the "You Can" logo which began in Michigan, enhanced by National Association for Public Continuing and Adult Education which has a committee to push for nation-wide state adoption of the "You Can"

logo for Adult Basic Education.

Institutions offering courses in adult education.

Wayne State University

Michigan State University

Michigan University

Western Michigan University

Northern Michigan University

Eastern Michigan University

Alma College

Shaw College

Nazareth College

Use of needs assessment instrument.

Initial planning using the Region V Needs Assessment data helped zero in on what some of the major staff needs were and when teachers were available for staff development activities. The state print-out was matched with recommendations from a planning committee of local program directors.

Unanticipated blockages.

A. The financial systems in the state and local agencies tend to lack the flexibility to meet the immediate needs of Adult Basic Education. The financial systems are tied to long-range plans which become narrow boundaries.

B. Out-of-state restrictions tend to hamper the efforts to coordinate interstate planning and activities. The decision-makers do not see staff development as a high priority, whereas the adult education staff views staff development the number one priority to quality education.

How the permanent delivery system will be functioning after Phase III.

Most of the staff development will be occurring at the local level; however, the institutions of higher education will continue to offer graduate programs. Hopefully, some activities can be conducted on a regional basis.

Teachers have indicated that they want the planning for staff development activities to be a combination of local, state, and university personnel through extension classes or local, colleges and universities. Also there is strong support for continued regional activities.

State objcetives which were accomplished.

(See Items 1 & 2)

Numbers of ABE staff receiving in-service training from 304 funds.

1,000 Adult Basic Education teachers received local in-service training from 304 program funds.

Significant changes and long range developments.

Whereas Phase I activities were focused on major cities, Phase II used the major cities to plan and conduct activities serving suburban and rural programs. The majority of participants were a part of 309 activities for the first time. Special needs were met in a workshop for Appalachian ABE programs.

Increased commitments and cooperation by higher education.

A. Phase II activities included funding a two week credit workshop at The Ohio State University. A total of 52 ABE personnel participated.

B. Two planning sessions were held with the Dean of Xavier University to plan a credit workshop which will be held in FY 75 under carryover.

C. Dr. Brent Fry of Ohio University served as a consultant in two administrative seminars, and is interested in developing the capabilities of that institution in serving ABE needs of practitioners in southern Ohio.

D. Dean Newton Rochte of Toledo University attended 309 activities as an observer with in interest in developing Adult Education courses and capabilities at his institution.

E. As a result of a written survey, 30 institutions of higher learning in Ohio have requested their placement on the mailing list for the Region V staff development bulletin.

Institution offering courses in Adult Education.

A. The Ohio State University remains the only institution offering M. Ed and Ph.D degrees in Adult Education.

B. Xavier University will develop a credit workshop in ABE as a part of Phase III 309 activities.

C. Toledo University hopes to offer 3 courses in adult education during the 1974-75 academic year.

Needs assessment in planning processes.

During June and July 1974, all ABE program directors in Ohio were invited to attend administrative seminars conducted by the Ohio Department of Education.

As a part of activities at these seminars a rank order of staff development priorities determined by Ohio participants in the needs assessment was distributed. Blank spaces were provided for participants to add areas not listed.

Directors were asked to designate in rank order with 1 as top priority, their staff development needs for FY 75.

Unanticipated blockages.

None

State objectives accomplished.

A. The development of local, state, and university resources toward expanding inservice capabilities was continued.

B. The improvement of professional capabilities of directors, teachers, and paraprofessionals was enhanced through the number of 309 activities and wider base of participants beyond the major cities.

C. Entire staff needs were met in Phase II as the"team concept" of participants, including paraprofessional as well as professional staff participation was solicited in 309 activities. At one workshop ABE students participated on an equal basis.

How the permanent delivery system will be functioning after Phase III.

A. The Ohio State University is adding a faculty member in the 1974-75 school year, thus enlarging their capability to serve ABE projects.

B. Xavier University will, as a result of planned 309-C activities, become the second institution in Ohio to offer credit graduate courses in adult basic education.

C. Toledo University plans to inaugurate education offerings in the 1974-75 school year.

Numbers of ABE staff receiving in-service training from 304 funds.

Program Directors:	111
N.W. Ohio Directors:	20
New ABE Teachers:	89
S.W. Ohio Directors	35
	255 participants

Significant changes and long range developments.

A. Developments toward a permanent delivery system at the University of Minnesota were significant in Phase II. Dr. Harlan Copeland joined the University staff as an Associate Professor of Education in Adult Education on January 1, 1974. Through his efforts, the programs for the MA and PhD degrees in Adult Education, with emphasis on ABE have been approved. New courses in ABE developed during Phase I have been approved and will be offered. Acquisitions for an ABE curriculum library are underway. Additional adult education courses in support of ABE have been developed and approved.

B. Seven teacher-developed in-service workshops were offered in the Economic regions of the state. Over 120 teachers, counselors and paraprofessionals participated. This activity is seen a significant step in developing the ability to provide teacher in-service at the local level.

C. Mankato State College offered two state-wide workshops. The Professional Teacher Workshop produced A Guide for Reading Instruction in ABE, which was distributed to all local ABE programs. The college offered the course, "Introduction to ABE", during Phase II and is committed to continue offering ABE courses.

D. Another state college was involved during Phase II. Bemidji State College did extensive palnning for a workshop on the Psychology of the Adult and for Adult Basic Education course.

E. Moorhead State College has continued to provide the course: Introduction to Adult Education 499 (g).

Increased commitments and cooperation by higher education institutions.

The University of Minnesota's commitment was expanded significantly during Phase II (see above). Bemidji State College began ABE staff development activities. Mankato State and Moorhead State have demonstrated their increased commitment by offering ABE courses with their own funding sources.

Institutions offering courses in adult education:

University of Minnesota

Mankato State College

Bemidji State College

Moorhead State College

Use of needs assessment instrument.

Needs assessment results were used by the teachers in developing the (state) regional in-service workshops. The Minneapolis program conducted a further needs assessment in planning its in-service workshop. State results were used in planning two state-wide workshops, one on English as a Second Language and one on Program in Classroom Objectives.

Unanticipated Blockages.

The University of Minnesota had difficulty in identifying a suitable instructor for new ABE courses. This prevented their offering the newly approved ABE course during Phase II. The difficulties of beginning a program from scratch were experienced at Bemidji State College. Approval for ABE activities was slow in coming. Moving to implementation from the planning stage took much longer than anticipated.

State objectives which were accomplished.

A. Assisted three participating institutions of higher learning to increase their commitment (see above).

B. Secured the commitment of one more institution of higher learning during the year -- Bemidji State College.

C. We discovered the need for further training and development of the learning laboratory concept. Minnesota programs have not developed extensively in this area making learning laboratory resources not readily available within Minnesota. We identified this need as being better met at the regional level and participated in the regional workshop on this topic.

D. Together with the Regional Director of Adult Baisc Indian Education, a number of American Indian teachers and paraprofessionals took part in regional and state workshops.

E. Institutions of higher learning assumed additional responsibility for Adult Basic Education staff development (see above).

F. Assisted local educational agencies in in-service activities through 105-B in-service projects (see above).

G. An Adult Basic Education development human resource handbook was expanded.

H. By 105-B project and state workshops and close work between the state coordinator and local educational agencies have improved delivery system of training (see above).

I. See Objectives 1 and 2 for increased commitment of institution of higher learning.

J. Implemented recommendations of needs assessment (see above).

How the permanent delivery system will be functioning after Phase III.

After Phase III four institutions of higher learning will continue to offer ABE courses. M.A. and Ph.D. programs will be available at the University of Minnesota. Local educational agencies will receive assistance and will be able to provide local in-service training through Section 304 monies. State Department of Education personnel will continue to provide leadership in staff development.

Training from Section 304 funds.

Section 304 funds were used in Phase II for State staff development staff positions. A booklet summary of ABE activities was developed.

WISCONSIN

Significant changes and long-range developments.

A. Workshops on curriculum development have been followed by production of materials, course outlines and objectives in four districts. The work produced in each district has been exchanged with other districts and made available to the staff of the Adult Performance Level project at the University of Texas.

B. More staff development activities are being planned and implemented at the local level. The state consultant for staff development is being used to assist in the planning.

C. Course offerings through the University system have been extended. The extension division has brought credit courses to local district staff through financial support of the staff development project and independently. In one instance, staff development funds were used to pay expenses and tuition fees were waived.

Increased commitments and cooperation by higher education institutions.

A. The university systems have established courses directly related to Adult Basic Education which are on-going on the Madison and Milwaukee campuses.

B. The Department of Curriculum and Instruction will offer an "on-campus/off-campus" three-credit course in teaching reading to adults to Adult Basic Education staff in southeastern Wisconsin during the fall term.

C. The Extension Division is actively seeking ways to bring credit courses to the local community through the Educational Telephone Network and classrooms.

Institutions offering courses in adult education.

No new institutions are offering course work in Adult Education in Wisconsin.

Use of needs assessment instrument.

The results of the Needs Assessment Instrument were used to plan staff development workshops in Wisconsin in terms of content, location, length and duration. It was also a prime factor in our increased efforts to obtain credit for workshops of more than two days. The Wisconsin and Region V results were printed in tables and sent to the Districts with the computer print-out of the local results.

Unanticipated blockages.

No serious blockages were encountered. Efforts were made to increase use of the project for planning and implementing local in-service. As the year progressed, more districts were using its resources and, hopefully, next year the major thrust will be at the local level.

State objectives which were accomplished.

A. A committee has completed a pre-service, in-service package for use in all districts.

B. The four-session reading workshop was held. Twelve teachers participated and received credit. All course expenses were borne by the University of Wisconsin Extension system.

C. Two Career Education workshops were held in November. These were well received and interest in continuing.

D. The week-end reading seminar sponsored in cooperation with the University of Wisconsin - Madison was very successful. Two members of the state staff are enrolled, two Adult Basic

Education coordinators and six Adult Basic Education teachers. The staff development consultant has attended all meetings. The content is being repeated in a regular summer session offering.

E. A workshop for learning disabilities was held in southeastern Wisconsin.

F. We have continued to work with University staff. Two reading workshops for credit have been held. A three-credit Educational Telephone Network course in Principles in Adult Basic Education was offered. Wisconsin sites are: Janesville, New Richmond, Racine, Juneau, Rice Lake; and Tuskegie, Alabama. University personnel have been over resource people and consultants in all cases except one. Courses with emphasis on Adult Basic Education have been offered each semester at UW-Milwaukee.

G. A workshop for Adult Basic Education teachers working at Fox Lake Correctional Center was conducted January 23, 1974.

H. Dr. Norvell Northcutt presented the findings of the Texas Adult Performance Level project to a group of Wisconsin teachers and coordinators. As a result a great deal of time has been spent in developing curriculum.

I. A one-day workshop was held November 10 at Fox Valley Technical Institute with about 100 participants from all areas of the state. Only one Vocational, Technical, and Adult Education District was not represented.

J. Wisconsin has been represented at all meetings of the Region V Staff Development Committeee and at all Regional Workshops.

How the permanent delivery system will be functioning after Phase III.

The permanent delivery system in Wisconsin will function through communication linkages which are being established between local district coordinators, the Wisconsin Vocational, Technical, and Adult Education state staff and University personnel.

Numbers of ABE staff receiving in-service training from 304 funds.

Unavailable

ILLINOIS

The following was taken from the narrative of the Illinois State Plan for Staff Development 1973-74:

"Education in the 1970's will reguire more than constitutional directives: we need a reordering of our priorities to achieve not only an equalization of educational opportunity, but also a new level of educational quality. The task that confronts us all is to forge a new and far-reaching strategy, a strategy of excellence. It must be a strategy which will have as its goal nothing less than making Illinois education the lighthouse for the nation, where all will look to find direction, where all can see what can be done."

It is believed that only by the direct involvement of staff in the definition of in-service needs, in the development of in-service activities, and in the cooperative planning for local education agency involvement in the implementation of the "Action Goals" that relate to adult education programs, will meaningful participation occur. This being the same principle that Dr. Bakalis utilized in the development of the "Action Goals".

This philosophy has been the watchword in Illinois. We believe in the interaction between a multitude of agencies in developing in-service activities.

In terms of our objectives, the following workshops were held:

A. Reading Workshop for Level I teachers.

B. Three separate English as a Second Language workshops.

C. One general adult education workshop in the Northern part of the State.

D. One general adult education workshop in the Southern part of the State.

E. Administrators Workshop.

F. Three separate workshops were held at Northern Illinois University helping to strengthen our cooperative efforts.

G. Pre-service Workshop for new teachers in the field.

H. Two separate testing procedure workshops.

All of the above workshops were planned and executed by utilizing a number of resources. We involved Local Educational, State Educational, Higher Educational, Community Educational and other agency personnel to make sure we were in fact meeting the needs of our Adult Education teachers and administrators.

Many of the activities that were held last year will now take place at the local level. Each Adult Education program in the State of Illinois has had the opportunity to have a budget for local in-service. Hopefully in this last year of the Regional Staff Development Project we can further strengthen local programs and institutions of Higher Education to assume a true permanent delivery system for in-service education.

FLOW-CHART

309-C Activities

English as a Second Language

I1-108-B, I1-109-B, IL-110, IL-114-B, IL-117-B, IN-109-B, MI-102-B, MI-112-B, MN-107-B, MN-111-B, R-110-B

Needs Assessment

WI-103-B, IN-111-B, MI-109-B, R-106-B, R-109-B, R-110-B, MN-108-B

Math Concepts

WI-112-B, OH-101-B, OH-110-B

Legislation

IL-113-B, R-106-B, R-109-B

Reading / Methods & Techniques

IL-107-B, IN-102-B, IN-104-B, MI-106-B, MI-111-B, MN-107-B, OH-109-B, OH-112-B, R-110-B

Homebound Instruction

IN-105-B, R-110-B

Psychology of the Adult Teacher/Learner

WI-110-B, OH-110-B, OH-112-B, R-107-B

Development & Promotion of Adult Education

IL-114-B, IL-116-B, R-106-B, R-109-B

Correctional Systems

WI-106-B, IL-107-B, OH-101-B

Career Education

WI-104-B, IN-105-B, R110-B

Pre-Service & In-Service

WI-115-B, IL-105-B, IN-107-B, MI-105-B, MI-107-B, MI-109-B, MN-105-B, R-110-B

Testing & Evaluation

I1-103-B, IL-104-B, IN-104-B, IN-105-B, IN-107-B, MI-109-B, MN-107-B, OH-104-B, OH-109-B, OH-112-B, R-110-B

Curriculum Materials

WI-108-B, WI-109-B, WI-114-B, IL-105-B, IN-103-B, IN-110-B, R-110-B

Individualized Instruction

WI-106-B, IN-110-B, OH-112-B, R-110-B

Coping Skills

IN-108-B, OH-101-B, R-110-B

Learning Labs

IN-110-B, R-110-B

Staff Development Implementation

IN-111-B, MI-105-B, MI-107-B, OH-102-B, R-106-B, R-109-B

Supportive Services

MI-107-B, OH-105-B, OH-112-B, R-109-B

Cultural-Ethnic Relations

MI-108-B, MI-109-B, OH-112-B

Higher Education Involvement in Staff Development Activities & Planning

WI-101-B, MN-101-B, MN-103-B, OH-112-B, R-108-B

Adult Performance Level

WI-105-B, WI-109-B

Exemplary Teaching

WI-111-B

Trends in Adult Education

IL-111-B, IL-112-B, MI-105-B, R-109-B, R-110-B

Problem-Solving Methods

WI-116-B, OH-108-B, R-110-B

Recruitment & Retention

MI-111-B, OH-101-B, R-109-B

Paraprofessionals

MN-106-B, OH-101-B, R-110-B

Communication Skills

MN-107-B, R-106-B, R-107-B, R-110-B

Program Objectives and Management

IN-105-B, IN-111-B, MI-105-B, MI-107-B, MN-110-B, OH-109-B, R-109-B, R-110-B

GED

OH-104-B, OH-110-B, R-110-B

Counseling

WI-106-B, IL-114-B, IL-115-B, MI-109-B, MN-101-B, OH-101-B, OH-104-B, OH-108-B, OH-109-B, OH-110-B, R-109-B, R-110-B

Appalachian Adults

OH-107-B

REGIONAL STAFF DEVELOPMENT ACTIVITIES

Activity Number	Activity Title	Date	Hosting State	Place	Number of Persons	Total 309-C Costs
R-101-B	Phase II Planning	8/28-31/73	Wisconsin	Cable, WI	14	$ 2,971.25
R-102-B	Advance Planning	10/23/73	N/A	Chicago, IL	10	897.98
R-103-B	Business Meeting	10/30-31/73	N/A	Dallas, TX	12	2,590.46
R-104-B	Outside Evaluation ARIES	7/1/73-6/30/74	N/A	HEW Region V	N/A	6,825.00
R-105-B	Phase III Revision	12/10/73	N/A	Chicago, IL	9	956.68
R-106-B	Region V Administrative Workshop	1/22-23/74	Illinois	Chicago, IL	104	7,127.86
R-107-B	Psychology of Adult Teacher/Learner Wkshp.	3/13-14/74	IL & IN	Chicago, IL	95	6,361.64
R-108-B	Higher Education Planning Sub-Committee	3/21/74	N/A	Chicago, IL	5	121.00
R-109-B	Region V - Support Services for ABE Wkshp.	5/7-8/74	Michigan	Detroit, MI	56	5,611.74
R-110-B	Region V - Learning Lab Workshop	6/18-19/74	Minnesota	Bloomington MN	62	7,847.55
				TOTAL	367	$41,311.16

INDIANA - LETTERS OF AGREEMENT FOR ABE STAFF DEVELOPMENT

Activity Number	Activity Title	Date	Place	Number of Participants	Total 309-C Costs
IN-101-B	Administrative Costs	7/1/73-6/30/74	Indianapolis	NA	33.00
IN-102-B	Teaching Reading to Adults	8/12-17/73	Mitchell - Springmill	25	6,230.65
IN-103-B	ABE Materials Development	7/1-9/1/73	Ball State Univ.	NA	1,506.34
IN-104-B	Informal Reading Clinic	8/20-21/73	Indianapolis	57	437.10
IN-105-B	ABE Directors' Meeting	11/12-13/73	Indianapolis	39	2,198.34
IN-106-B	Independent Programs	7/1/73-6/30/74	NA	35	5,322.32
IN-107-B	Ball State University - Directors Workshop	7/8-13/73-8/10/73	Kokomo, Marshall	30	5,359.75
IN-108-B	Coping Skills Workshop	2/15-16/74	Indianapolis	83	1,730.19
IN-109-B	ESL Workshop	2/8-9/74	Portage	65	2,590.84
IN-110-B	ABE Instruction in the Learning Lab - Planning	2/26/74&4/9/74	Ft. Wayne	3	59.51
IN-111-B	Implementing Local Staff Development	6/24-28/74	Nashville	38	3,943.05
			TOTAL	375	29,411.09

MICHIGAN - LETTERS OF AGREEMENT FOR ABE STAFF DEVELOPMENT

Activity Number	Activity Title	Date	Place	Number of Participants	Total 309-C Costs
MI-101-B	General State Planning	7/1/73-6/30/74	Michigan	157	3,333.24
MI-102-B	ESL Workshop	7/23-24/73	Lansing	27	2,591.06
MI-103-B	Independent Programs	7/1/73-6/30/74	As approved	67	7,874.06
MI-104-B	Administrative Supplies	7/1/73-6/30/74	NA	NA	95.63
MI-105-B	Inservice Training for Administrators	2/1,7,12,14/74	Mt. Pleasant, Bloomfield Hills, Hancock, Kalamazoo	126	2,234.38
MI-106-B	ABE Reading Workshop	4/6/74	Ferndale	123	2,970.88
MI-107-B	Inservice Training for Directors of ABE	4/26/74	Lansing	117	3,253.93
MI-108-B	Workshop in Cultural - Ethnic Relations	5/17-18/74	Detroit	144	5,697.70
MI-109-B	ABE Spring Workshop for Teachers	5/30-6/1/74	Lansing	118	9,988.61
MI-110-B	Cancelled				
MI-111-B	Reading and Retention	5/30-6/1/74	Lansing	121	9,742.02
MI-112-B	ESL Workshop	5/26/74	Farmington	52	2,299.77
			TOTALS	1052	50,081.28

OHIO--LETTERS OF AGREEMENT FOR ABE STAFF DEVELOPMENT

Activity Number	Activity Title	Date	Place	Number of Participants	Total 309-C Costs
OH-101-B	Major Cities Workshop	10/12-13/73	Columbus	I33	8,474.89
OH-102-B	Major Cities Planning	9/11-12/73	Columbus	13	536.67
OH-103-B	Independent Programs	8/13/73-6/19/74	As Approved	60	4,004.79
OH-104-B	ABE/GED Workshop	12/19/73	Norwood	58	898.05
OH-105-B	Developing Community Support in ABE	11/15/73	Bedford Hts.	55	942.30
OH-106-B	Administrative Costs	7/1/73-6/30/74	NA	NA	129.50
OH-107-B	Needs & Relevant Learning Experience for Adults in Appalachia	2/22-23/74	Nelsonville	69	2,667.33
OH-108-B	Instructional Problem Solving Clinic	5/17-18/74	Toledo	89	3,198.19
OH-109-B	Recruitment, Retention, Response	3/8-9/74	Dayton	52	1,944.58
OH-110-B	Instructional Workshop	4/27/73	Niles	105	546.77
OH-111-B	Cancelled				
OH-112-B	Ohio State University-ABE Summer Workshop	6/17-28/74	Columbus	51	10,681.00
			TOTAL	685	$34,024.07

MINNESOTA - LETTERS OF AGREEMENT FOR ABE STAFF DEVELOPMENT

Activity Number	Activity Title	Date	Place	Number of Participants	Total 309-C Costs
MN-101-B	University of Minnesota - Staff Development Project	6/17/73-7/19/74	Minneapolis	15	6,385.27
MN-102-B	Individual Programs	7/1/73-6/30/74	As Approved	24	2,678.85
MN-103-B	General State Planning	7/1/73-6/30/74	Minnesota	9	366.95
MN-104-B	Cancelled				
MN-105-B	Minnesota - ABE Teacher Inservice Training	11/10/73-6/21/74	Minnesota - Statewide	179	2,819.84
MN-106-B	ABE Paraprofessional Workshop	11/17-12/1/73	New Ulm	17	1,743.02
MN-107-B	ABE Teachers Workshop	2/16-3/2/74	Golden Valley	26	2,606.88
MN-108-B	ABE Staff Development Needs Assessment	7/1/73-6/30/74	St. Paul	NA	145.34
MN-109-B	Univ. of Minnesota - Project #2 - Carried Over to Phase III				-0-
MN-110-B	ABE Program and Classroom Objectives Workshop	6/26/74	St. Paul	25	1,059.53
MN-111-B	TESL to ABE Students	6/26/74	St. Paul	16	836.01
			TOTALS	311	18,641.69

Activity Number	Activity Title	Date	Place	Number of Participants	Total 309-C Costs
WI-101-B	ABE Staff Day	11/20/73	Appleton	80	415.45
WI-102-B	Independent Programs	1/23/74-6/25/74	As approved	46	6,859.35
WI-103-B	Staff Development Consultant Position	7/1/73-6/30/74	Madison, WI	NA	16,524.79
WI-104-B	Career Education Implication	11/29/73 11/27/73	Madison Wisconsin Rapids	69 23	1,666.02
WI-105-B	Adult Performance Level Workshop	12/4/73	Madison, WI	17	994.47
WI-106-B	Inservice Training Workshop	1/23/74	Fox Lake, WI	16	315.60
WI-107-B	Cancelled				
WI-108-B	Curriculum Development	2/11/74	New Richmond, WI	19	1,843.00
WI-109-B	APL Follow-Up	6/4-5/74	Madison, WI	8	877.09
WI-110-B	Psychology of Adult Teacher/ Learner	4/25-26/74	Milwaukee, WI	63	1,904.90
WI-111-B	Exemplary Teaching Workshop - Developmental -- Univ. of Wisconsin, Madison	5/20-31/74	Madison, WI	7	4,668.94
WI-112-B	Math Workshop	6/17-21/74	Madison, WI	6	1,526.82
WI-113-B	Cancelled				
WI-114-B	Curruculum Development - Cancelled	6/24-30/74	Indianhead, WI	14	-0-

Activity Number	Activity Title	Date	Place	Number of Participants	Total 309-C Costs
WI-115-B	Development of Pre-Service/ In-Service Package	6/28/1974	Morraine Park	NA	747.50
WI-116-B	Problem-Solving Methods for ABE	6/25/1974	Milwaukee	35	822.34
			TOTAL	403	39,166.27

ILLINOIS - LETTERS OF AGREEMENT FOR ABE STAFF DEVELOPMENT

Activity Number	Activity Title	Date	Place	Number of Participants	Total 309-C Costs
IL-101-B	Independent Travel	7/1/73-6/30/74	As approved	43	4,170.36
IL-102-B	Administrative Costs	7/1/73-6/30/74	NA	NA	2,324.83
IL-103-B	Adult Student Testing and Evaluation	9/19/73	Princeton	65	988.14
IL-104-B	Adult Student Testing and Evaluation	9/20/73	Effingham	69	611.85
IL-105-B	Pre-Service/In-Service Workshop	10/11-13/73	Chicago	125	8,130.28
IL-106-B	General State Planning	7/1/73-6/30/74	Illinois	54	1,562.63
IL-107-B	ABE Reading Workshop	2/27-3/1/74	Urbana	78	7,473.55
IL-108-B	TESL Workshop for Adults	3/16&23/74	Palatine	121	2,187.10
IL-109-B	ESL Workshop	3/2&20/74	Chicago	344	3,106.30
IL-110-B	ESL Workshop	3/23/74	Melrose Park	110	2,016.76
IL-111-B	Northern Illinois Area Adult Education Workshop	3/28-30/74	LaSalle-Peru	121	5,617.16
IL-112-B	Southern Illinois Area Adult Education Workshop	5/3-4/74	Effingham	108	7,635.64
IL-113-B	ABE Directors' Meeting	4/23-25/74	Springfield	73	6,064.15
IL-114-B	NIU Summer Workshop - Planning	5/10-11/74	Des Plaines	34	2,989.51

Activity Number	Activity Title	Date	Place	Number of Participants	Total 309-C Costs
IL-115-B	NIU - Counseling the Under-educated Adult	6/24-7/3/74	De Kalb	12	1,696.28
IL-116-B	NIU - Development & Promotion of Non-Credit Community Courses	7/8-18/74	De Kalb	8	1,185.90
IL-117-B	NIU - TESL Summer Workshop	7/22-8/1/74	De Kalb	20	2,845.33
			TOTALS	1385	$60,605.77

PHASE II EVALUATION REPORT

Region V A.B.E.

Prepared by

ARIES Corporation
4930 West 77th Street
Minneapolis, Minnesota 55435

Stephen C. Lundin, Ph.D.
Principal Evaluator

August 30, 1974

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Introduction

This is the year-end report of an evaluation of the Region V Staff Development Project in Adult Basic Education. This report summarizes the work of ARIES Corporation from February through July, 1974. ARIES principal evaluator for this effort was Dr. Stephen C. Lundin, a psychologist.

This was the second year of the ABE project and a change from the first year evaluator accounts for the delay in year two. The focus of the evaluation has been on year two objectives and technical assistance. The second year's objectives are listed below:

1. To seek and establish plans for firm financial commitments and arrangements to build a permanent delivery system for staff development.
2. To establish a strong local leadership capable of planning and conducting on-going staff development based upon staff needs in Adult Basic Education.
3. To revise regional and state staff development plans according to needs assessment data and the evaluation findings.
4. To strengthen interstate cooperation and mutual trust among the state staff development officials.
5. To expand staff development activities to include at least 4,114 participants.
6. To strengthen the regional communication system.

7. To sponsor meetings among educational institutions and the state education officials interested in staff development for the purpose of making credits for Adult Education/Adult Basic Education transferable within the Region.
8. To refine the Region V Needs Assessment instrument.
9. To sponsor four Regional Leadership Workshops for the purpose of adding expertise in each state to improve staff development.
10. To subcontract with a reliable, outside agency for a process evaluation more in-depth than in Phase I.

Each of the objectives will be individually discussed later in the report. In general, the evaluation report will be organized such that a general statement of the methodology will be followed by a statement of results and finally a section on conclusions or recommendations. It is important for the reader, who has not been a part of the process, to note that the evaluator focused on the presentation of timely information and consultation to the staff development committee. It was suggested that the committee should be privy to all information and recommendations well before a final report was written. For the most part, this course of action has been judiciously followed.

I. METHODOLOGY

The general methodology or technical approach is presented in detail in the Phase II Evaluation Proposal of ARIES Corporation titled, "A Systems Approach to the Evaluation of the HEW-Region V Staff Development Project." Some of the dominant features are discussed in the following paragraphs.

Discrepancy Evaluation Model

The Discrepancy Evaluation Model, first developed by the Pittsburgh Public Schools, provided an early operational format. In this approach to evaluation, one first documents the program design using a standard taxonomy of input, process, and output variables. The program design is then cast against the standards of comprehensiveness, internal consistency, face validity and compatability (with other programs).

A second discrepancy check views the proposed input and process activities in light of what is actually occurring; that is, are the designed activities taking place? The third discrepancy check studies interim products as designated in project objectives.

A real strength in this design rests on the ease with which a project already underway can be evaluated. This, of course, was the situation faced at the beginning of this effort.

Documentation Review

One of the first steps in this evaluation was to review all available documentation on the regional project and independent state activities. This included a visit to the regional project office in Worthington, Ohio for the purpose of becoming acquainted with the information regularly collected and stored at that location.

Evaluation Negotiation

As is usually the case with those who ascribe to the Discrepancy Evaluation Model, designs are considered negotiable and not cast in stone. Hence, when the evaluator met with the staff development committee at its March meeting in Chicago, it became obvious that one place the evaluator was expected to make a contribution was at those meetings. This was accepted as an evaluation responsibility and the evaluator made formal reports at all subsequent meetings and occasionally served as process observer or technical assistant.

Site Visits

Each of the state directors was interviewed on site at least once during the spring, 1974. These visits were designed to assess in depth the relationship between the state program and the regional staff development project in light of the regional objectives.

A somewhat standard protocol was followed which is described below:

a. How is adult education organized in this state, and where does adult basic education fit within that framework?

b. How was the regional needs assessment conducted in your state and what are your reactions to the results? Are there any state efforts in this area?

c. What is the scope of the ABE program in your state? How many programs/students? Are there any programs which stand out because of their innovativeness or effectiveness?

d. Does the state conduct any program evaluations? Are there local evaluations with which you are familiar? Are there documented results of any kind which could be attributed to ABE or more indirectly, to staff development?

e. What are your present and future plans for adult basic education generally, and staff development in particular?

f. Are there aspects of the staff development program with which you take exception, heartily endorse or otherwise have strong feelings about?

Formative Review of Early Findings

After analyzing the site visit notes, a formal presentation was made to the staff development committee and the report included a number of recommendations. Some of the contents of that report are included in the next section. Of interest from a methodological standpoint was the decision to perform a survey of a sample of participants in staff development programs rather than conduct additional site visits. This stemmed from an interest on the part of the committee in developing an understanding of the long term benefits of the program as viewed by the actual participants.

Participant Survey

Participants from two inservice programs, conducted as regional activities and two programs from each of the six states were drawn to comprise a representative sample of staff development efforts. From the list of participants fifty names were drawn unless there were less than fifty in attendance and then all names were used. Each of the participants was sent a survey form as found in Appendix A. The results of this effort are included in the next section.

The foregoing has been an operational statement of the project methodology. In the next section, the results or findings are described as generated by the activities presented in the methodology.

II. RESULTS

The results reported herein are based on two distinctly different kinds of information. First, there is the data collected by reviewing documents, interviewing key individuals and observing various processes. Secondly, there are the survey returns which are, for the most part, forced choice responses to common questions and summaries which are easily quantified.

Cross-cutting the data categories are the objectives of the project. In some cases, hard and soft data relate to a given objective and in other cases, a single data source must be sufficient to make a judgment. In the following presentation, information has been organized around project objectives.

Objective 1--to seek and establish plans for firm financial commitments and arrangements to build a permanent delivery system.

At the summer, 1974, planning meeting of the regional staff development committee, clarification was sought on the meaning of permanent delivery system and hence, the meaning of the objective. At that time the evaluator suggested the following as components to any permanent delivery system:

1. Needs Assessment

A critical portion of any permanent delivery system is the needs assessment. The ability of regional, state and local

developers to accurately assess the critical needs of the target population is fundamental to an efficient and effective permanent delivery system.

To enhance its chances for success, a developing program may need to view needs assessment on many dimensions. For instance, the best program location, size of target population, reading level of potential students and special characteristics (e.g., migrant) are all legitimate topics for a needs assessment.

2. Organizational Support

In order for staff development to function as a permanent delivery system, the various state departments must give it a legitimate role within the organization.

3. Interagency Cooperation

In these days of rising inflation and burgeoning government spending, all available efficiencies must be pursued. Many agencies and organizations serve the adult basic education students and taxpayers will not only demand that redundancies are omitted but that sources of efficiency are located. This will also have the positive effect of institutionalizing ABE staff development within the network of human services.

4. Resource Allocation

Support to staff development financially is a necessary part of establishing some permanent delivery systems. Other sorts of resource commitments (e.g., staff, space and material) are also of importance.

5. Coordination

In order for a permanent delivery system to maintain those positive elements of a regional network more than organizational support within a state is necessary. The specific allocation of responsibility for conducting the coordination and communication functions will also be necessary if not crucial.

6. Professional Support Systems

Over time, regular and advanced degree programs, inservice, certification programs (both institutional and noninstitutional) and other forms of professional support will be necessary for ABE staff development to become truly implemented as a permanent delivery system.

7. Evaluation

A permanent delivery system in order to maintain or improve its effectiveness needs a permanent evaluation system.

Discussion held by the staff development committee on this topic could be summarized in three statements:

• In general, the committee accepted the components as legitimate elements of the permanent delivery system with the possible exception of the coordination component.

• In general, the committee viewed it possible to have a permanent delivery system with no regional activities.

• Observing activities within states, such as line item allocations for staff development, it is possible to build a strong case for the present existence of a permanent delivery system and in that sense, the objective has been met.

Objective 2--to establish a strong local leadership capable of planning and conducting on-going staff development based upon staff needs in Adult Basic Education

A number of states have focused much of their efforts in this area on conducting extensive programs in local needs assessment and program planning. A look at Table I in Appendix B shows that in the group of participants who responded to the questionnaire, some 40% have leadership responsibilities in their district. Table III documents the ability to actually apply new knowledge and reinforced knowledge of importance on returning to the local scene.

It would appear fair to say that sufficient effort is being expended in the area of establishing strong local leadership and that the effort is evaluated highly enough to warrant the conclusion that the objective is being met.

Objective 3--to revise regional and state staff development plans according to needs assessment data and the evaluation findings.

While there is ample evidence that this objective is being met by the region and by a number of states further discussion of the needs assessment will be detailed later in the section. Based on the documented objectives on the evaluator at regional planning meetings, Objective 3 has been met.

Objective 4--to strengthen interstate cooperation and mutual trust among the state staff development officials.

All state staff development officials interviewed claimed this area to be one of the lasting benefits of the regional project.

Objective 5--to expand staff development activities to include at least 4,114 participants.

Project records show this to have been surpassed.

Objective 6--to strengthen the regional communication system.

Interviews with the state directors and others with a regional perspective have led to the identification of two mechanisms by which the regional communication system has been strengthened. A newsletter prepared by the project director

gets high marks as a communication (and education) tool, while the informal but planned interactions at regional staff development sessions are also judged to strengthen the communication system.

Objective 7--to sponsor meetings among educational institutions and the state education officials interested in staff development, for the purpose of making credits for Adult Education/Basic Education transferable within the Region.

After a number of discussions, a major planning meeting is scheduled for August 27, 1974 in Indianapolis. At that time, a group of university professors and staff development personnel will discuss the higher education agenda for the following year, which will no doubt include the issues of transferable credits and accreditation.

Objective 8--to refine the Region V Needs Assessment instrument.

The needs assessment instrument was not revised on recommendation from the evaluator. A more detailed account of the rationale behind such a recommendation is found later in this section.

Objective 9--to sponsor four Regional Leadership Workshops for the purpose of adding expertise in each state to improve staff development.

The four regional workshops were held and two of them were evaluated through a follow-up participant survey. The information presented in Tables I, II, III and IV shows that a

preponderance of respondents were in positions of state or local leadership and that they ranked the programs uniformly high. In general, they perceived that they received new knowledge crucial to the field, which was later applied at the local or state level. It is the judgment of the evaluator that Objective 9 has been met.

Objective 10--to subcontract with a reliable, outside agency for a process evaluation more in-depth than Phase I.

Others must judge the degree to which the objective has been met.

The following are some additional comments which are not directly related to the project objectives. Essentially, the topics of needs assessment and accountability plus further analysis of participant data comprise the addition.

The Participant Survey

Late in spring, some 540 participants in selected regional and state programs were mailed a survey form asking them to respond to questions regarding their perception of the benefit of such programs. Overall, there was a 42% return with 54% of the regional participants and 40% of the state program participants responding. The preponderance of those returning surveys were teachers, directors or teacher-directors of ABE programs.

Of the 225 respondents to the question requesting a ranking of 1 (high) to 7 (low) of the staff development program in the short term, 192 or 85% submitted an above average assessment. Asked to respond regarding their ranking as seen in today's light, 185 or 82% gave an above average rank. This means that those who responded to the survey were highly positive about their staff development experience immediately and after time for reflection.

As indicated in Table III, most of the participants thought their workshop experience provided new knowledge or reinforced former knowledge and this knowledge was in an important or crucial area. Most respondents later applied the knowledge gained at the workshops and were positive about the amount of material covered. In general, the participants gave a highly favorable rating to the staff development programs they attended.

Needs Assessment

Since the evaluator disuaded the project from performing a second needs assessment, some discussion would be in order. The needs assessment instrument was fairly hurriedly put together in order to comply with federal regulations. Its purposes were to establish the need for various kinds of staff development and to collect information on future participant preferences concerning the format of these events. The latter was well covered by the instrument.

In order to develop a statement of participant need, a series of categories were listed and the respondent was asked to rank each one according to how important it seemed to be. In this way, information was collected from potential participants in each state and the state summaries were combined for a regional needs assessment.

The top ranking topics then became the focus of regional activities and so workshops were held on such topics as recruitment, adult psychology and learning labs.

The process, as described, is an adequate way to survey areas of needed in-service and probably was the best available route to follow. But when the topic was raised a second time regarding a repeat performance, the evaluator found it necessary to convey a number of observations.

First of all, these same topics had emerged from other less formal techniques. In Ohio, for instance, open-ended questions asked of local directors generated a similar set of key topics.

Another issue concerned the fact that known differences between states were not reflected in the pattern of results and hence, the validity of the measure could be questioned.

From a strictly methodological viewpoint, it would be impossible to circulate the survey to the same set of people for the distribution process was both informal and differed across states.

Finally, there was little support from the state directors. Most state directors had found little real use for the data in their state and a number failed to circulate the data when it became available.

If needs assessment data was going to be collected in the future, the evaluator recommends an approach which is somewhat more behavioral in nature so that the correspondence between the needs of the population and the treatment is clearer.

III. CONCLUSIONS AND RECOMMENDATIONS

The following are the conclusions and recommendations offered by the evaluator after conducting the evaluation as described.

Conclusion #1

The Region V Staff Development Project has met its objectives as stated with the exception of Objective 8, which states the needs assessment will be revised. As noted earlier, the evaluator strongly recommended that the needs assessment not be revised but be dramatically changed if anything.

Conclusion #2

The Region V Staff Development Project has allowed the state directors to establish formally what had been an informal communication and cooperation system to the benefit of all the participants.

Conclusion #3

The staff development efforts, regional and local, have been favorably received by the participants as both relevant and well done.

Recommendation #1

It is recommended that the Region V Staff Development Project focus on the areas of needs assessment, evaluation, documentation, and higher education in the third and final year.

- Needs Assessment--what can be developed by pulling together the region's resources in concert with the 309 projects to prepare a competency based needs assessment?
- Evaluation--most of the states are in the process of developing an evaluation/monitoring or validation system. What can the states develop together which will have a positive impact on the future?
- Documentation--many of the state and local efforts have yet to be documented. For instance, the program in Minnesota to develop staff development planning and implementation skills at the local level has yet to be committed to paper, although deemed quite successful. Some efforts should be made to document and share successes.
- Higher Education--much of the future seems to be in the hands of higher education. The efforts in this area should be given the highest priority.

Recommendation #2

It is recommended that SMI develop a list of topics for the first three years after the project that they could develop workshops around these topics. These workshops would be offered to the region on a "pay your own way" basis and could possibly be the site of continued interaction among and between state directors.

Recommendation #3

It is recommended that a rotating schedule of responsibility be developed for the purpose of identifying who will be responsible for calling a one day meeting of the state directors each year in conjunction with NAPCAE.

Recommendation #4

It is recommended that a week be spent in March or April simply sharing ideas and reporting on successes. These sessions would be structured in a setting similar to the yearly planning meeting but only part of the time would be spent planning. Most of the time would be devoted to reporting and recording the regional accomplishments. The following topics could provide a starting point:

- The Minnesota experience in turn-key staff development.
- How Indiana assesses community needs as part of the program approval process.

- The Indiana and Wisconsin efforts in panel evaluation.
- Michigan's highly successful recruitment strategies.
- The effects of differential funding in Illinois.
- Leadership workshops in Ohio and working with big cities.
- The regional higher education effort.

APPENDIX A

Copy of Survey Form

A Request for Help from the Region V Evaluator

The Region V Adult Basic Education leadership training program has insisted on a careful evaluation of each sponsored program. The results of these evaluations have been helpful in measuring the short term benefits of the programs and in collecting information on the considered reaction to various resource persons. A file of highly regarded resource persons has been prepared from this effort.

As Phase II of the Region V program comes to a close, there is considerable interest in estimating the long term effects of the various programs. It is possible for a program to be highly evaluated in an immediate sense and not lead to anything. What we are looking for in conducting this survey is an answer to the question - Did anyone do anything any differently as a result of attending the leadership training sessions?

Please respond by completing the attached form which relates to a program which you attended. Complete anonymity is guaranteed and there are no secret codes nor will envelope postmarks be used to deduce the respondent. All envelopes will be immediately discarded and the results analyzed to develop group statistics for each program.

If you receive a form for more than one program, it is because our records show you attending more than one and by chance you were chosen for both. Please respond to all survey forms.

Your cooperation will assist the Region V program in assessing its effects and should lead to positive modifications for the third year. For this reason, we thank you for your cooperation. A stamped envelope is provided for your convenience.

Stephen C. Lundin, Ph.D.
Project Evaluator
ARIES Corporation

Regional Administrators Workshop
January, 1974

1. Please check those items which best convey your position.

_____ ABE teacher

_____ ABE teacher - director

_____ ABE director

_____ University professor

_____ State Department employee

_____ Other school system employee

_____ Other (please describe) _____

_____

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2. Just after attending the staff development program I rated it more or less (circle one number):

Generally High			Neutral			Generally Low
1	2	3	4	5	6	7

3. Given today's perspective I would rank the program:

Generally High			Neutral			Generally Low
1	2	3	4	5	6	7

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4. The staff development workshop provided:

_____ new knowledge

_____ reinforced things I already knew

_____ rehash of the same old stuff

5. The staff development workshop provided information in an area that is:

_____ crucial to the field of ABE

_____ important

_____ somewhat important

_____ unimportant

6. On returning to my job I found:

_____ numerous direct applications for those things covered in the workshop

_____ some applications for those things covered in the workshop

_____ one or two applications for those things covered in the workshop

_____ things covered in the workshop could be useful but I just haven't gotten around to doing anything

_____ this question is inappropriate for me because _____

_____

7. Generally, the workshop I attended covered:

_____ too many things

_____ just the right amount of material

_____ not enough material

_____ the wrong material

_____ other _____

8. The following are examples of the direct application of concepts and/or techniques which I learned or had reinforced at the workshop. (Please describe at least one application if you answered question number 6.)

(a)_____

_____

_____

_____

_____

_____

(b)_____

(c)_____

9. Remembering that the key evaluative question that could be asked about the Region V staff development program is: "To what degree have the workshops been useful to those who attended and what has happened differently because of them?", what comments would you make for posterity.

APPENDIX B

Tables I, II, III, IV

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TABLE I

Please check those items which best convey your position:

	REGIONAL		STATE											
CATEGORIES	1	2	1	2	3	4	5	6	7	8	9	10	11	12	Total
ABE Teacher	0	5	9	3	8	1	4	1	1	7	2	11	2	19	72
ABE Teacher-Director	0	1	3	0	0	5	1	3	0	1	2	5	0	1	22
ABE Director	19	3	2	1	0	2	0	21	0	0	8	0	0	1	57
University Professor	0	4	0	0	0	0	0	0	0	1	0	1	0	0	6
State Department Employee	2	9	0	0	0	1	0	0	0	0	0	0	0	0	12
Other School System Employee	1	0	0	0	0	0	0	1	0	1	0	1	0	0	4
Other	4	6	5	6	0	3	1	6	5	1	4	8	0	5	54
N Total	50	50	50	50	50	28	27	50	12	22	35	50	16	50	540
N Returns	26	28	19	10	8	12	6	32	6	11	16	26	2	26	228
% Returns	52%	56%	38%	20%	10%	43%	22%	64%	50%	50%	46%	52%	13%	52%	42%

TABLE II

CATEGORIES		REGIONAL 1	REGIONAL 2	STATE 1	STATE 2	STATE 3	STATE 4	STATE 5	STATE 6	STATE 7	STATE 8	STATE 9	STATE 10	STATE 11	STATE 12	Total
Just after attending the staff development program I rated it:																
High	1	2	7	4	0	0	3	0	3	1	6	1	5	0	7	39
	2	15	14	6	7	3	5	4	11	2	4	5	16	0	14	106
	3	5	4	6	3	2	0	2	8	2	0	5	5	0	5	47
Neutral	4	2	1	2	1	2	2	0	4	0	1	4	0	2	0	21
	5	1	1	1	0	0	1	0	2	1	0	0	0	0	0	7
	6	1	1	0	0	0	0	0	3	0	0	0	0	0	0	5
Low	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Today I would rank it:																
High	1	3	6	4	1	0	3	0	3	1	4	1	4	0	6	36
	2	12	11	5	5	5	7	2	8	3	7	4	18	0	14	101
	3	6	6	7	3	0	0	3	8	1	0	5	4	0	5	48
Neutral	4	3	3	2	0	2	0	0	7	0	0	4	0	1	1	23
	5	1	0	1	1	1	2	0	1	1	0	1	0	1	0	10
	6	1	2	0	0	0	1	0	4	0	0	0	0	0	0	7
Low	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE III

	REGIONAL		STATE											
CATEGORIES	1	2	1	2	3	4	5	6	7	8	9	10	11	12	Total
The staff development workshop provided:															
new knowledge	20	20	14	9	7	6	4	18	4	11	6	16	1	16	152
reinforced things I already knew	16	19	14	5	3	7	4	17	3	3	10	15	1	17	134
rehash of same old stuff	2	2	2	2	0	2	1	5	0	0	0	0	0	0	16
The staff development workshop provided information in an area that is:															
crucial to the field of ABE	13	13	9	3	3	5	2	8	2	8	5	11	0	8	90
important	11	11	8	6	4	6	3	13	4	3	7	16	1	18	111
somewhat important	3	4	2	1	1	1	1	11	0	0	3	0	1	0	28
unimportant	0	0	0	0	0	0	0	1	0	0	0	0	0	1	2

TABLE IV

	REGIONAL		STATE											
CATEGORIES	1	2	1	2	3	4	5	6	7	8	9	10	11	12	Total
On returning to my job I found:															
numerous applications	3	5	3	1	0	4	1	5	0	5	2	4	0	4	37
some applications	17	13	10	7	5	4	2	17	4	4	8	12	2	15	120
1 or 2 applications	2	5	3	0	2	3	3	3	0	0	4	2	0	1	28
haven't gotten around to applying	2	1	1	0	1	0	0	3	0	0	0	2	0	3	13
inappropriate question	2	4	4	2	0	1	0	4	2	2	1	5	0	2	29
Generally, the workshop covered:															
too many things	2	2	0	2	3	3	1	9	0	2	0	1	1	1	27
just the right amount	16	19	8	4	4	6	5	9	3	6	7	18	0	19	124
not enough	5	1	7	1	2	1	0	5	1	1	4	5	0	5	38
the wrong material	1	2	2	1	0	0	0	6	0	0	1	0	0	1	14
other	3	2	1	2	0	0	0	2	1	2	2	3	1	0	19